

Instrument Panel Legend FFY 2005 (SY 05-06)

Prepared by the Indiana Department of Education, Division of Exceptional Learners

Monitoring Priority and Explanation

Indicator 1: *Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma*

Column 1a: based on percent of all (both general education and special education) youth, based on State Board formula, graduating with a regular diploma in School Year 2005-2006
Data source: STN¹ Application Center, DOE-PE (public enrollment), and DOE-DR (dropout) databases

Column 1b: based on percent of special education youth, based on State Board formula, graduating with a regular diploma in School Year 2005-2006
Data source: IEM/CODA² unduplicated child count (collected from local education agencies December 1, 2005) and IEM/CODA Exit Report for the 2005-2006 School Year

Measurable and Rigorous Target (as submitted in the State Performance Plan for FFY 2005 (SY 05-06)): Special education graduation rate, with diploma, will be $\geq 73\%$ using the calculation in effect for 2004-2005. Graduation targets will be re-calibrated using the new formula.

Indicator 2: *Percent of youth with IEPs dropping out of high school*

Column 2b: based on percent of special education youth dropping out of school in School Year 2005-2006

Data source: IEM/CODA unduplicated child count (collected from local education agencies December 1, 2005) and IEM/CODA Exit Report for the 2005-2006 School Year

Measurable and Rigorous Target (as submitted in the State Performance Plan for FFY 2005 (SY 05-06)): The drop-out rate for students with disabilities is $\leq 27\%$, using the 2004-2005 formula. Drop-out target will be re-calibrated using the new formula.

Indicator 3: *Participation and performance of children with disabilities on statewide assessments*

A. *Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup*

¹ Student Testing Number (STN)

² Integrated Electronic Management/Computerized Data Project (IEM/CODA)

Column 3a: Did the school corporation make Annual Yearly Progress in the disability subcategory for Fall 2005 assessment?

Data source: DOE Center for Assessment

Measurable and Rigorous Target (as submitted in the State Performance Plan for FFY 2005 (SY 05-06)): Districts meeting AYP³ in special education sub-category \geq 92%.

B. Participation rate for children with IEPs in a regular assessment with no accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards

Column 3b: Percent of children with disabilities, grades 3-10, taking ISTEP+ and/or ISTAR, Fall 2005. Calculation based on the number of children with disabilities, grades 3-10, taking ISTEP and ISTAR divided by total number of children with disabilities, grades 3-10

Data source: DOE Center for Assessment

Measurable and Rigorous Target (as submitted in the State Performance Plan for FFY 2005 (SY 05-06)): The rate of participation of students with disabilities in state-wide assessment is \geq 95%.

C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

Column 3c: Percent of children with disabilities, grades 3–10 who passed ISTEP+ and/or ISTAR, Fall 2005. Calculation based on the number of children with disabilities in grades 3 – 10 passing ISTEP+ plus those passing ISTAR, divided by number of children with disabilities in grades 3 – 10

Data source: DOE Center for Assessment

Measurable and Rigorous Target (as submitted in the State Performance Plan for FFY 2005 (SY 05-06)): The number of students with disabilities with reported proficiency on statewide and alternate assessment is \geq 32% for English/Language Arts and \geq 38% for mathematics.

Indicator 4: *Rates of suspension and expulsion:*

A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for great than 10 days in a school year

Column 4a: Significant discrepancy of the percent of children with disabilities who were suspended or expelled for more than 10 days from July 1, 2005 to June 30, 2006

Data source: IEM/CODA and CEEP⁴

Measurable and Rigorous Target (as submitted in the State Performance Plan for FFY 2005 (SY 05-06)): The percent of districts meeting the criteria for statistical significance as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year will be \leq 2.25%.

³ Annual Yearly Progress (AYP)

⁴ Center for Evaluation and Education Policy (CEEP)

Indicator 5: *Percent of children with IEPs aged 6 through 21*

A. Removed from regular class less than 21% of the day

Column 5a: Percent of children with IEPs, age 6-21, who receive services in the general education classroom more than 79% of the instructional day

Data source: based on December 1, 2005 Child Count reported through IEM/CODA)

Measurable and Rigorous Target (as submitted in the State Performance Plan for FFY 2005 (SY 05-06)): The percent of students with IEPs removed from regular class less than 21% for the day is $\geq 60.36\%$.

B. Removed from regular class greater than 60% of the day

Column 5b: Percent of children with IEPs, age 6-21, who receive services in the general education classroom between 0% and 40% of the instructional day

Data source: based on December 1, 2005 Child Count reported through IEM/CODA

Measurable and Rigorous Target (as submitted in the State Performance Plan for FFY 2005 (SY 05-06)): The percent of students with disabilities removed from regular class greater than 60% of the instructional day is $\leq 15.31\%$.

C. Served in public or private school separate schools, residential placements, or homebound or hospital placements

Column 5c: Percent of children with disabilities, age 6-21, who receive services in public/private separate schools, residential placements, hospitals, or homebound

Data source: based on December 1, 2005 Child Count reported through IEM/CODA

Measurable and Rigorous Target (as submitted in the State Performance Plan for FFY 2005 (SY 05-06)): The percent of students with disabilities served in either public/private separate schools or in residential placements is $\leq 1.23\%$.

Indicator 6 *Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood special education settings)*

Column 6: Percent of preschool children, aged 3-5a, who receive special education and related services in settings with typically developing peers

Data source: based on December 1, 2005 Child Count reported through IEM/CODA

Measurable and Rigorous Target (as submitted in the State Performance Plan for FFY 2005 (SY 05-06)): The percentage of preschool children with IEPs who receive special education and related services in early childhood settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education) is $\geq 58.3\%$ (data cross-walked between new education environment settings to older version).

Indicator 12 *Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays*

Column 12: Percent of children referred by Part C, found eligible for Part B with an IEP developed and implemented prior to the third birthday

Data source: IEM/CODA

Measurable and Rigorous Target (as submitted in the State Performance Plan for FFY 2005 (SY 05-06)): 100% of children referred by Part C prior to age 3, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays.